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ABSTRACT

The New York Regents external degree programs for the associate and baccalaureate degrees in nursing are described. An interview with the program coordinator and information about the educational requirements and about several students are presented. The coordinator defines the program as a degree awarded by one institution for learning that was acquired elsewhere and subsequently validated through a total assessment program. The New York Regents program is the only total assessment program for nurses, with a major in nursing, developed and controlled by nursing faculty. The interview discusses the program's philosophy, cost, and accreditation, and compares it to traditional programs. The general education requirements and nursing components of the baccalaureate program are described, and a profile of candidates for the Bachelor of Science in Nursing degree for June 1977 is presented. The associate degree program attracts mostly licensed practical nurses who seek to become licensed as registered nurses. (SW)

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Innovative Approach to Nursing Education

New York Regents External Degree Program: A National Examining University

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Stories by Richard D. Hadley

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An external degree candidate, under the observation of an evaluator (right), assists a patient during a Clinical Performance Nursing Examination.

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history . . .

The New York Regents external degree concept evolved from the New York State Education Department's successful College Proficiency Examination Program (CPEP), which was initiated in 1962 and awards academic credit to those passing CPEP examinations.

In 1971 Ewald B. Nyquist, New York commissioner of education and president of the University of the State of New York, proposed the idea of offering degrees based on proficiency examinations and other assessment procedures as an alternative for adult learners.

The first degree established was an associate of arts in 1971. Since then eight different programs have been developed including liberal arts and sciences, business and nursing.

Requirements for the nursing degrees have been formulated by a nursing faculty drawn from NLN-accredited programs throughout New York and surrounding states. An Overall Faculty Committee serves as a central policy making body in the project and is responsible for establishing the philosophy, objectives, conceptual framework, curriculum requirements and for approving degree candidates. Under this committee, several subcommittees of baccalaureate nurse educators are responsible for developing examinations for the associate and baccalaureate programs in cooperation with the psychometric staff of the department.

The subcommittees consist of nurses who are experts in various clinical specialty areas required for each examination. They are assisted in their work by many other nurse educators who generate the item pool from which the examinations are ultimately drawn.

An important adjunct to the program is the group of approximately 75 volunteer nurse advisors who counsel degree candidates and about 50 nurses who serve as evaluators for the clinical nursing performance examination.

interview with coordinator—

The functioning of the New York Regents external ADN and BSN degree programs is a complex subject, declares Carrie Lenburg, Ed.D., who advocates the external degree concept with an adeptness borne out of extensive experience in its development and operation.

Dr. Lenburg is coordinator of the Regents external degrees in nursing, a position she has held four years. She also serves as a member of the Task Force on Entry into Professional Practice of the ANA Commission on Nursing Education.

Traveling throughout the nation, she speaks about the unique external ADN and BSN programs, which operate as a "national examining university" under the aegis of the Board of Regents of the University of the State of New York.

Dr. Lenburg defines the New York Regents program as a degree awarded by one institution for learning that was acquired elsewhere and subsequently validated through a total assessment program.

Carrie B. Lenburg

"It is our opinion that the programs are comparable in outcome expectations to associate degree and baccalaureate education on a regular campus," she adds. "We believe the content and competencies, rather than being the same as traditional programs, are higher and more forward looking."

In an interview with **The American Nurse,** Dr. Lenburg discussed many aspects of the external degree programs in nursing:

Q—What does the New York Regents BSN degree program offer registered nurses with associate degree or hospital diploma preparation who want a baccalaureate degree in nursing?

A—A viable and flexible opportunity for experienced adult learners to combine the learning they had in the past with new learning and experience to obtain a degree in nursing.

Q—Describe your program's philosophy.

A—It is a marked departure from the past conventional view that an individual learns in a campus classroom. Learning is what we deal with. Our function is not to provide the instruction or teaching but to evaluate whether a person has or has not achieved the content and theory portion of nursing as well as the competencies in nursing practice.

A basic belief we emphasize is the responsibility of the individual for his/her own learning, which requires a phenomenal amount of self-discipline and motivation on the part of the candidate.

Q—How would you say the program—compared to more traditional ones—takes into consideration the fact that many of its degree candidates have 10 years of experience in nursing practice?

A—In the past, RNs who wanted to continue toward a baccalaureate degree have had to attend a regular college setting. That often interfered with their work and family obligations as well as frequently requiring them to repeat learning they have already had. This is a waste of everyone's time and is very costly.

Many persons have not been able to go back to traditional on-campus programs. This is why in only one year more than 1,000 persons from throughout the nation enrolled in the external baccalaureate nursing program. The enrollment is increasing by about 100 candidates a month. Many candidates also live and work abroad.

Q—How does the level of cost for your program compare to a traditional BSN program?

A—Generally speaking it's much less costly for several reasons: an individual does not give up a job to return to full-time campus study; secondly, a candidate pays only when taking an examination or for a course at a private or state institution where the cost is charged according to the per credit hour. In terms of the nursing portion of our degree requirements, expenses are minimal. Written tests are $35 each; performance examinations are more but the cost depends on the involvement of the patients and evaluators.

Q—Has the external BSN degree program been accredited?

A—It is not appropriate at this time to seek accreditation of the baccalaureate program. We will be eligible when the program is completed—probably in January 1979. The nursing faculty is currently working on the self-study report and believes the program meets criteria for accreditation and we see no reason why the program should not receive it.

Q—Is the external ADN program accredited? How many states have ruled that your ADN graduates are eligible for licensure as registered nurses?

A—The ADN program has been fully accredited by the National League for Nursing since 1975. Also the entire Regents External program is fully accredited by the Middle States Association and Board of Regents. Currently about 40 states will consider our graduates for licensure in their own state. Thus far scores on state board examinations are typically much higher than found in associate, diploma or baccalaureate graduates on the average throughout the

state of New York. A much higher proportion pass the examinations than the average of those from all other types of programs. About 92 percent pass licensure examinations the first time.

This is an exceptional record. State boards of nursing have looked at these results as well as follow-up studies and agree that these candidates from the external degree program are indeed qualified to administer safe nursing care to the public. As far as I know, only 10 states have found a conflict between the working of their regulations and the nature of the external degree program.

We are continuing to work with these state boards.

Q—What is the University of the State of New York?

A—The University of the State of New York (USNY) is an organization responsible for all education from pre-kindergarten to post-doctoral in New York State. It is not a campus or a teaching institution but a coordinating agency directed by the New York Board of Regents and the State Education Department. It has been in continuous operation since 1784.

USNY should not be confused with SUNY, the state university system of New York, which is one of the largest in the nation. The external degree program reports directly to the Regents and does not go through any particular campus. When an individual completes the external degree program the diploma is awarded by the University of the State of New York.

Q—Do any similar external degree programs exist for nursing?

A—Some schools now offer what they call "external degrees." What this usually means is that they allow a fair amount of independent study, off-campus study or have facilities external to the campus. But the New York Regents program is the only total assessment program for nurses, with a major in nursing, developed and controlled by a nursing faculty.

Other external degrees exist but these baccalaureate degrees are in professional arts, health sciences or some other ambiguous title. They are for nurses not in nursing, and potential students should be aware of the significant difference between these and the Regents program.

Q—In what ways do the New York Regents external ADN and BSN degrees relate to the issue of entry levels into nursing?

A—There are people who think we invented the external degree program to deal with the 1985 proposal in New York. However, we were well along the way in developing the program before legislative changes in entry into practice were openly discussed.

In terms of this issue, I think the external degree program will prove to be one of the most valuable assets we have in the country. It is going to help thousands of nurses who otherwise would not be able to obtain a degree through the conventional route.

We have many people from throughout the country who see the handwriting on the wall—that academic degrees in nursing are going to be essential for practice in nursing—and many are taking steps in that direction. I believe this is why we have more than 1,400 candidates enrolled in the baccalaureate program alone. This is also testimony to the interest people have in getting on with their education as well as—sadly—a reflection of the lack of opportunity for them in their own locale. Those who seek this route must be self-directed and disciplined because they do not have the luxuries of teachers. They pursue the completion of their learning in the way most suitable for them.

Q—Has the external degree approach received criticism from the nursing community?

A—There have been criticisms in the past but they are beginning to subside as we have more graduates working successfully and as the program continues to receive approval from various agencies. The criticism basically revolves around an assumption that because the program does not have an on-campus nursing component, it is less stringent and will

lower standards of nursing. The assumption is that a person cannot learn without a structured environment on a campus.

The criticism is illfounded and based on a lack of understanding of program requirements and the nature of adult learners. In fact the external degree program will enhance and improve the profession because of the highly motivated, capable people enrolled who have a determination to reach an objective in their career and to remain active in nursing.

A fear is that individuals who come through an assessment program are not competent. Here again we are comparing those who are novices out of high school entering a traditional campus program with candidates in the external degree program who are on the average 35 to 40 years old, have 10 years experience in nursing, have already resolved many personal issues, know where they are going and are dedicated to achieving their goal.

One criticism assumes that candidates simply take a series of tests to receive a degree. But these critics forget that candidates must study to pass those standardized examinations and that this learning rounds out the entire education of the individual. Anyone who believes it is a "snap" to walk in and take the exams is going to have a rude awakening. The passing score is set high to insure competence in nursing.

Another criticism is that there is no socialization provided (in the external degree approach). This is also an assumption. I would venture to say that people who are highly motivated, able and pursuing self-study are probably as amenable to socialization as someone sitting in a classroom receiving faculty direction. The individual seeks out those in the work setting whose policies and abilities are comparable with their goals.

Q—Have follow-up studies been conducted on the competence of your ADN graduates?

A—We have done such studies for each group of graduates and these have indicated an overwhelmingly positive response to the graduates six months and one year after completion of the program.

About 97 percent of nursing supervisors (polled) reported that our graduates were just as (or more) clinically competent than those from associate degree programs at large. Ninety percent said they would be willing to employ more graduates of our external ADN program. On the whole we find that they are performing to the expectations of the employer.

Q—Would you say that the New York Regents external degree program is well known throughout the nursing profession?

A—No I wouldn't, as it is still too new. We have no budget for publicity campaign. Consequently, we have to rely on nursing journals, conferences and word of mouth to tell our story.

I'd say that the program is better known among nurse educators and people who attend regional and national nursing meetings. However, we have much to do in informing those who most need to know about this alternative approach to obtaining their degree in nursing.

Nursing educator and researcher, Carrie Byrd Lenburg earned her Ed.D. degree from Teachers College, Columbia University in 1972. Prior to her present appointment, she held several positions in both nursing practice and education. Widely published, Dr. Lenburg served on the staff of the National League for Nursing (1971-73) as assistant director, division of research and as adjunct assistant professor of education, Columbia University (1972-73).

baccalaureate program—

Designed primarily for graduates of associate degree programs and hospital schools, an external degree program in nursing has been created by the University of the State of New York to enable nurses throughout the nation and overseas to pursue a baccalaureate degree in nursing while remaining in their communities.

This unique approach to nursing education was established in April 1976 by the New York Regents. Approximately $1 million in grants from the W.K. Kellogg Foundation contributed to developing the Bachelor of Science (Nursing) program. The external associate nursing program was completed and accredited in 1975 also using Kellogg funds.

Methods for satisfying nursing components of the degree requirements give consideration to the applicant's academic as well as experiential background in nursing. General education and some nursing requirements may be fulfilled through proficiency examinations, previous collegiate or independent study and completion of approved courses at a candidate's local community college or university.

Except for clinical nursing examinations—currently given only in New York state—candidates do not have to leave their home area while earning the Regents BSN degree. Since an assessment program is offered rather than instruction, candidates continue to live and work wherever they choose. All written examinations are administered by the American College Testing program in its national network of testing centers.

A candidate may meet program requirements at his or her own pace and generally in order of the student's preference. No age, residency or educational prerequisites for enrollment exist. Candidates may enroll any day of the year by completing the form and paying the nominal fee. A 60 percent content in general education and 40 percent in nursing comprise the degree requirements.

Although a nursing background is not mandatory for admission to the external degree program, the Regents advise individuals with no previous nursing experience to seek the more conventional instructional nursing program.

General Education

A minimum of 72 semester hours comprise the general education requirement: social sciences, 15 hours; natural sciences/mathematics, 15; any combination of the two, 6; humanities, 24; and electives, 12.

These requirements can be met as follows:

- college courses from regionally accredited institutions of higher learning. Official transcripts must document this credit. A course may be considered for credit regardless of how long ago it was completed.
- recognized proficiency examinations offered by certain programs approved by the Regents.
- special assessment of college level knowledge for which existing proficiency examinations are not available or appropriate
- military school courses containing college level work as well as an evaluation by the Office on Education Credit of the American Council on Education
- some courses offered by noncollegiate organizations in business, industry and government.

Nursing Component

Examining baccalaureate level knowledge and professional competencies, the nursing component of the BSN external degree program emphasizes integration of nursing knowledge and related sciences in a variety of complex situations involving individuals, families and communities along the continuum from wellness to illness.

Content areas include health restoration, health support, professional strategies, health assessment, clinical performance and professional performance. Examinations in each of these areas are expected to be completed between mid-1978 and 1979.

In the clinical performance area, the candidate's ability to perform the technical portion of nursing—including manipulative skills necessary to administer nursing care—is judged. Arranged by individual appointment, a clinical performance examination is conducted entirely in two hospital settings, one in Albany and the other in Mineola, N.Y. The pro-

cedure requires two and a half days of testing which involves the application of the entire nursing process in caring for several child and adult patients, evaluated one at a time by trained nurse evaluators. Examination fee is $350. The health assessment performance examination requires that the candidate conduct a comprehensive history and physical examination and make nursing recommendations based on analysis of the data.

The final professional performance examination (which is still under development) will focus on the complexity of situations whether acute, long term or primary, and test the candidate's ability to use a wide variety of resources and strategies in assisting clients. The focus is on leadership, collaboration, teaching, research, management of clients, clinical decision making and relating with others. As with the technical nursing examination, it also will be given only in New York.

Plans call for eventual establishment of performance examination centers outside New York state. However, this complex procedure will not be undertaken until development of the baccalaureate program has been completed.

(Written proficiency examinations in nursing can be taken in every state and overseas through the ACT program.)

To satisfy other nursing component requirements, examinations are being prepared and should be available by mid-1978. In certain cases, baccalaureate nursing courses or military service school courses submitted for transcript review may be used to waive some of these examinations.

Candidates are expected to plan their own program of study based on previous nursing and collegiate background as well as the availability of examinations. The fact that no time limit has been set for completing the external degree program provides greater flexibility to baccalaureate candidates. Limited program advisement is provided through the central office and by a network of advisors for these in New York state.

New York Regents External Degrees Bachelor of Science (Nursing)

Profile of BSN Candidates (June 1977)

Number of states represented	46	**Employment**	
Number of candidates enrolled	1079	Full time	74%
New York State	660	Part time	17%
Other states	389	Not employed	9%
Out of country candidates	30		
Sex		**Employer**	
Female	90%	Hospital	50%
Male	10%	Other health care agency	14%
Age		Federal/state government	17%
Average age	35	Other	10%
Range	19-62	Not employed	9%
Occupation			
RN	78%	**College credits completed**	
LPN	6%	None	10%
Other	16%	1-30	19%
Educational preparation		31-60	15%
RN Diploma	44%	61-90	29%
Associate Degree	26%	91-126	12%
BS Degree	9%	More than 126	13%
Masters Degree	3%		
Other	18%	**Years of experience in nursing**	
Nursing responsibilities		None	5%
Direct patient care	53%	Less than 4 years	14%
Supervisor	17%	4-10 years	40%
Teaching nursing	7%	More than 10 years	33%
Other	23%	No response	8%

bsn students—

Sharon Scaltrito is an associate degree nurse with 11 years experience in the profession. Joyce Gross is a diploma prepared nurse with six years background in practice. Seeking a broader base of knowledge as well as professional advancement, they are pursuing the New York Regents external Bachelor of Science (Nursing) degree.

The two nurses, among more than 1,400 persons enrolled in the program since its establishment in 1976, praise its quality as well as its convenience that allows them to continue full-time employment while earning a BSN degree.

Ms. Gross, a resident of Newville, Pa., explains that her only alternative would be to attend the nearest baccalaureate program which is one and a half hours away. "I would then have to go three years (after receiving credit for previous college level work) as a full-time student . . . leave my present position and spend considerable money on school," she adds.

As an external degree candidate she met many of the requirements through previous college experience and self-study that enabled her to pass approved proficiency examinations given only 30 miles from her home.

Ms. Scaltrito, Rio Rancho, N.M., married and with one child, received credit for college courses she had completed while living in another state as well as for academic work undertaken at a university 15 miles from her New Mexico home.

She characterizes the New York Regents external BSN program as providing a broadening concept of "where the nursing profession is going today" by addressing such issues as the increasing responsibility of nurses in health care. "The program re-educates you about nursing," she states.

Both registered nurses indicate they are seeking higher degrees in nursing as part of a general trend toward baccalaureate education in their profession. They cite other reasons, however, and chief among them is the need to enhance their knowledge in order to provide better patient care. Also, Ms. Scaltrito believes that many hospital administrators do not consider an associate degree sufficient education for advancement to some positions.

As for Ms. Gross, an interest in midwifery initially motivated her to seek a baccalaureate degree. Earlier she had contacted several programs offering midwifery preparation. "Many of them, however, would not accept me without a BSN," she comments.

Ms. Gross, a maternity nurse at Carlisle Hospital, Carlisle, Pa., and Ms. Scaltrito, a head nurse at Bernalillo County Medical Center, Albuquerque, have successfully completed the two and a half day clinical nursing performance examination.

This accomplishment requires that a candidate pass two of three adult patient care situations (PCS's), one of two child PCS's and one of two laboratory experiences—all with 100 percent accuracy of the stated critical nursing behaviors.

Candidates must integrate knowledge about a wide range of medical and nursing situations, assess and plan care, implement and evaluate that care. They are expected to make appropriate judgments and to organize care within the designated time period. On a moment's notice the candidate has to recall appropriate nursing theory and apply it to the particular situation assigned at random by an evaluator, a person who observes the student at all times during the two and a half day examination.

The evaluator has two major responsibilities during the test: to render an objective examination of the candidate's clinical competence according to prespecified instruments, and to insure the patient's well-being during the examination period.

"The test does an effective job of evaluating the technical ability of a nurse," relates Ms. Scaltrito. "I thought it was very good."

"The subject (clinical nursing skills) is something you just can't test on paper," Ms. Gross agrees.

During her program, Ms. Gross has also completed the maternal and child health, psychiatric/mental health and adult nursing proficiency examinations, conveniently offered by the American College Testing program at a site three hours from Newville. She described these as proper tests of knowledge in those specialty areas.

Discussing another aspect of the program, the Pennsylvania nurse mentions that she is taking advantage of its advance-at-your-own-pace philosophy. Looking forward to her forthcoming marriage, she is allowing herself a temporary break from study.

adn graduates—

Since its inception in 1973, the external associate degree program in nursing of the University of the State of New York has awarded more than 400 candidates.

Drawing nearly one-third of its enrollment from outside New York state, the program attracts mostly licensed practical nurses (LPNs) desiring educational preparation that will lead to improvement in practice and licensure as a registered nurse.

Pamela Rifenberg, Reston, Va., and Jeffrey DeGroat, Cobleskill, N.Y., two graduates of the program, endorse this new educational approach. Both were employed as LPNs while studying for their associate degree in nursing (ADN).

"I think the (external degree) concept is excellent," comments DeGroat, who earned his associate degree a few months ago. "For me it was the best method."

Ms. Rifenberg, a 1975 graduate, agrees, adding that this type of preparation is particularly advantageous for someone who already has clinical experience in nursing.

The New York Regents external ADN program, established with the aid of a $528,000 grant from the W. K. Kellogg Foundation, consists of a general education requirement of at least 30 semester hours in humanities, social sciences and natural sciences/mathematics as well as a nursing component. To complete this component, a candidate must pass eight examinations in areas of nursing/health care, commonalities in nursing, differences in nursing care and occupational strategy.

A two and a half day performance test evaluates the candidate's clinical nursing skills. Because of its complexity and the need for stringent controls, the examination is currently given at only two hospitals in New York state (in Albany and Mineola).

Accreditation has been granted to the external ADN program by the New York State Education Department, the Middle States Association of Colleges and Schools and the National League for Nursing.

A recent survey showed that about 57 percent of associate degree candidates are licensed practical nurses, 18 percent aides and orderlies and the remainder a combination of corpsmen, allied health technicians and former nursing students. According to the data, the average age is 35 years; about 18 percent are men; 69 percent work full-time; and 31 percent of the candidates live in 47 states other New York. One the average, candidates have had about ten years of clinical experience.

Ms. Rifenberg points out that the program offered an opportunity to obtain an ADN sooner than she had planned. Having taken courses over the years at several colleges in different states, she had her transcripts forwarded and received credit for all previous study.

"When I first read about the external degree program, it occurred to me that I had fulfilled most of the academic requirements," she recalls.

The examinations to satisfy the nursing component were "extremely difficult," she admits, "more so than state boards." Equally challenging was the clinical performance examination. (See accompanying story on students in the external BSN program for a description of the clinical performance examination, which is a part of both ADN and BSN programs.)

Self-discipline and an ability to study independently were stressed by both Ms. Rifenberg and DeGroat as critical to an external degree candidate's success. "You have to be motivated," comments Ms. Rifenberg who, in addition to being a wife

and the mother of two children, had worked full-time as a licensed practical nurse. "Before I could study, I had to go home, take care of my family and put the children to bed. It wasn't easy."

Employed at present as an instructor in an AD program at Northern Virginia Community College, Ms. Rifenberg has begun academic study toward her baccalaureate degree in nursing. She again selected the New York Regents external degree because it allows her to proceed at her own pace as well as continuing "to be a mother, work and teach."

As for DeGroat, he brought a varied background to the external ADN program. After serving as a Navy corpsman for four years (including one year in Vietnam), he worked as a hospital orderly while attending a traditional baccalaureate nursing program. However, he was unable to complete the course. "Since I had to work, there wasn't enough time for my studies," he explains.

Now on the staff (as an LPN) of Mary Imogene Bassett Hospital in Cooperstown, N.Y., DeGroat, who is married with one child, looks forward to professional advancement after passing his upcoming state board examination.

"Then I plan to seek an external BSN degree (New York Regents) because there is no baccalaureate nursing program in this community," DeGroat observes. He also points to another attractive feature of the program: "It is right at the (economic) level where many people can still afford it."

MATERIALS-

A standard packet of materials on either the associate or baccalaureate external degree in nursing is available free from the Regents External Degree, Cultural Education Center, Albany, New York 12230. Included are the degree description, enrollment forms and other essential information.

For more specific information on either degree, please use the check-off sheets on the following two pages, page 11 for the BSN and page 12 for the ASN degree.

For nursing educators a 117 page monograph has been published describing the history and operation of the ADN program and the clinical performance examination. The document can be obtained from the above address for $6 with a check payable to the University of the State of New York.

THE UNIVERSITY OF THE STATE OF NEW YORK
REGENTS EXTERNAL DEGREE
Cultural Education Center
ALBANY, NEW YORK 12230

Bachelor of Science (Nursing)

Request for Information

OFFICE OF INDEPENDENT STUDY
PROGRAMS DEVELOPMENT
518: 474-3703

For more information on the Bachelor of Science (nursing), check the materials you want and return the form to the letterhead address.

A. Basic Materials

____ Current Catalog
____ Enrollment Form
____ Examination Application: to take exams in New York State*

*Note: to take examinations outside New York State request application from:

ACT Proficiency Examination Program
P.O. Box 168
Iowa City, Iowa 52240

____ "How to Study Independently" (booklet)
____ Nursing Advisors Listing (New York State)

B. Study Guides for New York College Proficiency Examinations (NY-CPE) in Nursing applicable to the BS in nursing External Degree Program -- (may be used untill the August 1979 administration to meet the Health Restoration requirement)

____ Adult Nursing
____ Maternal and Child Nursing (Baccalaureate Level)
____ Psychiatric-Mental Health Nursing

(Content outlines appear in catalog - Part IV)

C. Clinical Performance in Nursing Examination (CPNE)

____ entire study guide: Only available to enrolled candidates upon request, summary description-2 pages appears in catalog - Part IV.

D. Content Outlines for RED Nursing Exams (BSN) - These outlines will be used until complete study guides (with reference) are available:

____ Health Support I
____ Health Support II
____ Professional Strategies
Health Assessment Performance ____
Professional Performance Examination
outlines not yet available

Name and Address _____
_____
_____

THE UNIVERSITY OF THE STATE OF NEW YORK
REGENTS EXTERNAL DEGREE
Cultural Education Center
ALBANY, NEW YORK 12230

OFFICE OF INDEPENDENT STUDY
PROGRAMS DEVELOPMENT
518: 474-3703

Associate in Science (Nursing)

Request for Information

For more information on the Associate Degree in Nursing, check the materials you want and return the form to the letterhead address.

A. Basic Materials

____ Current Catalog
____ Enrollment Form
____ Examination Application: to take exams in New York State*

*Note: to take examinations outside New York State request application from:

ACT Proficiency Examination Program
P.O. Box 168
Iowa City, Iowa 52240

____ "How to Study Independently" (booklet)
____ Nursing Advisors Listing (New York State)

B. Study Guides for Regents External Associate Degree in Nursing

____ Commonalities in Nursing Care (Area I)
____ Commonalities in Nursing Care (Area II)
____ Differences in Nursing Care (Area I)
____ Differences in Nursing Care (Area II)
____ Differences in Nursing Care (Area III)
____ Nursing Health Care
____ Occupational Strategy

Content outlines appear in catalog

C. Clinical Performance in Nursing Examination (CPNE)

____ Entire study guide: Only available to enrolled candidates upon request - summary description - 2 pages - appears in catalog.

Name and Address _____
_____
_____